



Written Testimony Submitted by
Chancellor David G. Carter
Connecticut State University System
Before the Committee on
Higher Education and Employment Advancement
Tuesday, February 10, 2009

Due to previous commitments, I am unable to appear before you today, but I wanted to submit comments for your consideration on a number of bills before the committee.

I support the intent of both **Senate Bill 73, *An Act Concerning the Solicitation of Credit Cards to College Students and the Management of Student Credit Card Debt*** and **House Bill 5119, *An Act Concerning Institutions of Higher Education and the Solicitation of Credit Cards to College Students***. The Connecticut State University System (CSUS) is committed to ensuring that the students attending our four universities do not fall victim to the lure of the credit card companies. Central Connecticut State University, Eastern Connecticut State University, Southern Connecticut State University and Western Connecticut State University do not permit solicitation of credit cards on campus. Furthermore, they do not sell student names and addresses to credit card companies. To help educate students on this subject, each of the Universities offers some form of personal financial education to students.

I applaud the proponents of **House Bill 5227, *An Act Allowing Towns to Create Scholarship Funds Through Municipal Bonding*** for bringing forth this concept. It is fashioned after the Kalamazoo Promise, a successful program that used private investments for scholarships to encourage residents of Kalamazoo to go on to college. Such a program has increased graduation rates and spurred housing growth in Kalamazoo, and helped to revitalize the region.

This proposal would allow a municipality to issue bonds to establish a trust for the purpose of scholarships for qualified students who have attended school within the municipality to attend any Connecticut public university or community college.

I support the intent of the bill – that is, to inspire those individuals who might not otherwise have gone to college. The New England 2020 Report indicates that by the year 2020, half of the young working population (ages 25-29) in Connecticut will be from underrepresented groups and may not be adequately prepared with the education or skills necessary to be successful, contributing members of our society. This challenge will require creative approaches to develop and sustain a well educated citizenry – and the state's future depends on it.

House Bill 5234, An Act Requiring an Educational Curriculum Concerning the Social and Emotional Development and Learning of Children.

This bill requires that teacher preparation programs implement a curriculum “concerning the social and emotional development and learning of children, which shall include instruction in the provision of comprehensive and coordinated mental health assessment, early intervention and treatment services to children.” We all recognize that students come into our K-12 classrooms with a range of social and emotional issues and while I believe that incorporating such preparation into the curriculum in our teacher preparation programs is very important, I support the State Department of Education’s efforts to address this as part of the core teaching competencies. Once approved by the State Board of Education, these competencies will be imbedded into the teacher preparation programs and seek to ensure high achievement by all students. Included in the list of competencies is a requirement that teacher candidates “understand the roles of and when appropriate to seek support/consultation from special service staff such as ...school nurse, school psychologist, school social worker, guidance counselor... to assess impact and progress of accommodations and modifications.”

Please feel free to contact Jill E. Ferraiolo, Associate Vice Chancellor for Government Relations/Communications, should you require any additional information or have any questions regarding these matters.